

Lesson Plans for *Pinky the Dreamer and Her Silver Jet*

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# Lesson: Cooking French Crepes (2<sup>nd</sup> to 4<sup>th</sup> grade – may be modified for older or younger students)

**Overview Purpose:** Discuss experience of trying new foods when visiting new countries or communities. Cook crepes in a group setting.

| <b>Activity Guide</b>  |  |  |  |
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| <p><b>Objectives</b><br/>Students will discuss food from different countries and participate in a group cooking activity to make French crepes.</p>  | <ul style="list-style-type: none"> <li>• Invite students to sit in a circle</li> <li>• Read the lesson objective with students and ask the group if they can name some different places they have traveled. Write them down on the chart paper. Are there any similarities? Can we find those places on a map?</li> <li>• Expand the conversation by asking about foods from different places. Discuss the foods we eat on an everyday basis that have origins in different countries; write them down on the chart paper.</li> <li>• Ask students to pay attention during the story and to see if they can hear the name of the special food Pinky and Tank eat while they are in another country.</li> <li>• Read “Pinky the Dreamer and Her Silver Jet” making sure to see if students pick up the reference to crepes.</li> <li>• Ask students what they think a crepe would taste like.</li> <li>• Move into the cooking lesson, following the recipe to mix crepe batter and the single burner to cook crepes until a stack exists with one for each student.               <ul style="list-style-type: none"> <li>○ Emphasize the steps to the cooking process; first add flour, than eggs, etc.</li> <li>○ One option is to divide students into small groups and have each group make their own crepe batter, then teacher assists while students cook</li> </ul> </li> </ul> | <p><b>Materials Needed:</b></p> <ul style="list-style-type: none"> <li>• Copy of “Pinky the Dreamer and Her Silver Jet”</li> <li>• Chart paper and markers</li> <li>• Ingredients for crepe batter</li> <li>• Portable stovetop burner</li> <li>• Crepe pan or other thin pan</li> <li>• Tool to spread batter in pan</li> <li>• Spatula</li> <li>• Various jams, chocolate filling, fruit, etc.</li> <li>• Paper plates, napkins, plastic ware</li> </ul> |  |
| <p><b>Information</b><br/>Pinky is an adventurous girl who is excited about exploring different places in the world and even helping others. While we read the story think about the places you have been and the experiences you’ve had there.</p>  |  | <ul style="list-style-type: none"> <li>• Invite students to fill their crepes and eat.</li> <li>• Discuss how the crepes taste, what flavors are most appealing to the students. Is this similar to anything they have had before?</li> <li>• Wrap up the lesson by inviting students to reflect, using the verification questions below.</li> </ul> <p><b>45-60 minutes</b></p>   | <p><b>Set Up</b></p> <ul style="list-style-type: none"> <li>• Copy of book ready with supplies</li> <li>• Blank chart paper for discussion use</li> <li>• Chart paper with crepe recipe</li> <li>• Ingredients for making crepes</li> <li>• Bowls for mixing</li> <li>• Soap for hand washing</li> </ul> |
| <p><b>Activity</b><br/>Introduce the book, “Pinky the Dreamer and Her Silver Jet” by asking students to share places they’ve traveled and/or foods they have tried from different countries and record on chart paper. Use a map of the world to point out places students have been. Read the story and continue the discussion into a group cooking activity to prepare French crepes.</p> |  |  | <p><b>Verification</b><br/>Ask the following questions in a group discussion format, eliciting responses from all students</p>   |







## Lesson: Maps and Mileage (3<sup>rd</sup> to 5<sup>th</sup> grade – may be modified for older or younger students)

**Overview Purpose:** Students will follow the model set by Pinky and Tank and plan a trip of their own.



| <b>Activity Guide</b>  |  |   |
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| <p><b>Objectives</b><br/>Students will use a map to determine the distance covered by Pinky and Tank. Students will choose a destination they would like to visit and determine the mileage, mode of transportation, and time needed for that trip.</p>              | <ul style="list-style-type: none"> <li>• Invite students to sit in a circle</li> <li>• Read the lesson objective with students and ask the students to think about one or two places they would like to see.</li> <li>• Read “Pinky the Dreamer and Her Silver Jet” aloud to students.</li> <li>• Ask students where Pinky and Tank went first, next, and then where they might have gone to provide food and water to people in need. Agree on a location to create three destinations.</li> <li>• Provide copies of the “Pinky and Tank’s Trip – My Trip Too” worksheet.</li> <li>• As a whole group, complete the section on Pinky and Tank’s trip as a class using the world map, rulers, calculators or math skills (or computer if desired by teacher).</li> <li>• Individual students will complete the rest of the worksheet based on a few places they would like to visit.</li> <li>• Wrap up the lesson by inviting students to reflect, using the verification questions below.</li> </ul> <p><b>45-60 minutes</b></p> | <p><b>Materials Needed:</b></p> <ul style="list-style-type: none"> <li>• Copy of “Pinky the Dreamer and Her Silver Jet”</li> <li>• Map of the world</li> <li>• Ruler</li> <li>• Calculator (optional)</li> <li>• Worksheet titled “Pinky and Tank’s Trip – My Trip Too”</li> </ul>  |
| <p><b>Information</b><br/>Pinky and Tank visit India and France, as well as a place where they are able to provide assistance to those in need. They are driven by a sense of adventure and a dream to help others.</p>  |  | <p><b>Set Up</b></p> <ul style="list-style-type: none"> <li>• Copy of book ready with supplies</li> <li>• Copies of “Pinky and Tank’s Trip – My Trip Too”</li> </ul>  |
| <p><b>Activity</b><br/>Introduce the book, “Pinky the Dreamer and Her Silver Jet” by inviting students to explore their dreams of travel to other places around the world. Where would they like to go? What would they like to do? Who would they like to help?</p> |  |   |
| <p><b>Verification</b><br/>Ask the following questions in a group discussion format, eliciting responses from all students</p>   |  | <p>Ask the following questions to check for understanding:</p> <ul style="list-style-type: none"> <li>• Where do Pinky and Tank go in their jet?</li> <li>• The story makes it seem like Pinky and Tank complete their trip in one day. How realistic is this? How long do you really think it would take to reach all of their destinations?</li> <li>• What are the places you chose to go for your trip? How long would it take for you to complete that trip?</li> <li>• What is the total number of miles you would cover in your trip?</li> </ul> |

## Pinky and Tank's Trip – My Trip Too

Use the first part of this worksheet to plot the details of Pinky and Tank's trip. You get to choose the country that where Pinky and Tank provided food and water.

| Starting In:  | Going to:  | Miles: |
|---|--|--------|
| United States (Home)<br> | India<br>                 |        |
| India<br>                | France<br>                |        |
| France<br>               | _____  |        |
| _____   | United States (Home)<br> |        |
|   | <b>Total Miles for Trip =</b>  |        |

Now it's time see where you would like to go! Choose two other countries you would like to visit.

| Starting In:  | Going to:   | Miles: |
|---|---|--------|
| United States (Home)<br> | _____   |        |
| _____   | _____   |        |
| _____   | United States (Home)<br> |        |
|   | <b>Total Miles for Trip =</b>   |        |

How much time will it take you to complete your trip? \_\_\_\_\_

## Lesson: Big Dreams (Elementary – modify level of questions)

**Overview Purpose:** Students will have the opportunity to explore their big dreams and consider steps they can take to make them happen.

|   | <b>Activity Guide</b>   |  |  |
|---|---|--|--|
| <p><b>Objectives</b><br/>Students will engage in a discussion about what a big dream is and how we make them become something real. Students will write two of their big dreams and a clear description of what the dream looks like.</p>                               | <ul style="list-style-type: none"> <li>• Invite students to sit in a circle.</li> <li>• Read the lesson objective with students and ask the students to think about their BIG dreams. What would they like to see in the world? Who would they like to meet? What experience would they like to have (sky-dive, help other children learn to read, be in the Olympics, etc.)</li> <li>• Read “Pinky the Dreamer and Her Silver Jet” aloud to students, pausing to discuss Pinky’s BIG dream, LI’s dream, and even Mrs. Butterfield’s dream.               <ul style="list-style-type: none"> <li>○ Mrs. Butterfield had a BIG dream. What was it? How did she accomplish it?</li> </ul> </li> <li>• Ask students about their BIG dreams. Encourage them to think about how they could accomplish their dreams.</li> <li>• Provide students with paper to write down their BIG dreams, along with a detailed description of what accomplishing the dream will look like, how it will impact their life, and when they would like to accomplish it. Students may take several days to work on this. It could be a writing center activity for a week and the final writings put into a book they can take home.</li> <li>• Wrap up the lesson by inviting students to reflect, using the verification questions below.</li> </ul> <p><b>45-60 minutes</b></p> | <p><b>Materials Needed:</b></p> <ul style="list-style-type: none"> <li>• Copy of “Pinky the Dreamer and Her Silver Jet”</li> <li>• Chart paper</li> <li>• Markers</li> <li>• Writing paper</li> <li>• Pencils</li> </ul> |  |
| <p><b>Information</b><br/>Our BIG dreams are hopes and ideas that we have about what we want to accomplish or experience in our life. What are your BIG dreams?</p>   |   |  | <p><b>Set Up</b></p> <ul style="list-style-type: none"> <li>• Copy of book ready with supplies</li> <li>• Writing paper and utensils available for each student</li> </ul> |
| <p><b>Activity</b><br/>Introduce the book, “Pinky the Dreamer and Her Silver Jet” by inviting students to think about their BIG dreams. Students will be asked to define Pinky’s BIG dream and suggest what Pinky might be able to do to make this dream a reality.</p> |   |  |  |
| <p><b>Verification</b><br/>Ask the following questions in a group discussion format, eliciting responses from all students.</p>   | <p>Ask the following questions to check for understanding:</p> <ul style="list-style-type: none"> <li>• What is a BIG dream as Pinky describes it? Do you agree with Pinky?</li> <li>• What are some of your BIG dreams? What will it take to accomplish them?</li> <li>• What happens to dreams that we don’t try to work on and make happen?</li> </ul>   | <p><b>Other Resources</b></p> <ul style="list-style-type: none"> <li>• Students may type their story on a computer or make a book out of their dreams</li> </ul>   |  |

## Lesson: Dealing with Conflict (2<sup>nd</sup>/3<sup>rd</sup> grade – could be modified)

**Overview Purpose:** Students will observe a role play that demonstrates a conflict and discuss possibilities for dealing with conflict.

| <b>Activity Guide</b>   |   |   |
|---|---|---|
| <p><b>Objectives</b><br/>Students will observe a role play and engage in a discussion of possibilities for dealing with the conflict presented. The group will reach a consensus on the best way to resolve a dispute.</p>  | <ul style="list-style-type: none"> <li>• Introduce the concept of a role play to students.               <ul style="list-style-type: none"> <li>○ A role play is when one or more people pretend to act out a specific set of circumstances. In class today I will ask for two volunteers to role play being Pinky and Li in their classroom. These students will pretend to be Pinky and Li after Pinky starts to tell the story. We will need a third volunteer to be Mrs. Butterfield.</li> <li>○ Select students to role play and make sure all are familiar with the story – have students start the role play at the point in the story where Mrs. Butterfield asks the students if anyone has any questions about Pinky’s story. They do not have to repeat what the story says word for word, but you are looking for the general points to be the same. Allow students to role play through to the end of the story.</li> </ul> </li> <li>• Students will watch the role play of the conflict through to the end.</li> <li>• Discuss how the conflict was resolved:               <ul style="list-style-type: none"> <li>○ What happened between Pinky and Li?</li> <li>○ What did Mrs. Butterfield do to help resolve the conflict? Define “mediator” to the students.</li> </ul> </li> <li>• What are some other ways this conflict might have been resolved? List the ideas on chart paper and talk through each one.               <ul style="list-style-type: none"> <li>○ What if Mrs. Butterfield had not stepped in?</li> <li>○ What if Pinky did not yell at Li in the first place?</li> </ul> </li> <li>• Wrap up the lesson by inviting students to reflect, using the verification questions below.</li> </ul> <p><b>30-45 minutes</b></p> | <p><b>Materials Needed:</b></p> <ul style="list-style-type: none"> <li>• Copy of “Pinky the Dreamer and Her Silver Jet”</li> <li>• Chart paper</li> <li>• Markers</li> </ul>  |
| <p><b>Information</b><br/>Conflict happens when two or more people disagree on an issue. When an attempt is made to resolve their differences or discuss other possibilities, we call that conflict resolution.</p>   |   | <p><b>Set Up</b></p> <ul style="list-style-type: none"> <li>• Copy of book ready with supplies</li> <li>• Chart paper and markers ready for use</li> </ul>  |
| <p><b>Activity</b><br/>This activity is best used after students have heard the story “Pinky the Dreamer and Her Silver Jet” more than once. Two students will role play Pinky and Li while the class observes and makes comments on how Pinky and Li resolved their conflict, as well as suggestions for resolving it differently.</p> | <p><b>Verification</b><br/>Ask the following questions in a group discussion format, eliciting responses from all students.</p>   | <p><b>Other Resources</b></p> <ul style="list-style-type: none"> <li>• Consider having another story with an example of a confrontation or conflict available to read and demonstrate other ways problems are solved. “Lily’s Purple Plastic Purse” by Kevin Henkes has a good example of a conflict between Lily and her teacher.</li> </ul> |